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ABSTRACT

AVCO, a private industry in the Boston area, has provided the financial and corporate support for the AVCO Day Care Center described in this booklet. The population served by the center is 88 percent black and 12 percent white. Admission does not depend upon income, employment at AVCO, or personal background but is on a first-come, first-served basis, provided parents can pay the moderate rates. The primary concern of the staff is the promotion of the social and emotional development of the children, who range in age from 1 to 5 years. Emphasis is placed on positive self-image, self-reliance, friendly interaction, and a flexible atmosphere. The codirectors spend about half time working directly with the children rather than confining themselves strictly to administration. Staff organization is democratic, friendly and informal. The center is not involved in social service work, parent education, or community organization. However, a state social worker visits the center bimonthly to ccnsult with staff and parents on special child problems. The history, organization, people served, staff, and budget are described and an appendix gives additional illustrative materials. (NH)

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DAY CARE PROGRAMS

REPRINT SERIES

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"HEY, GEORGIE GET YOURSELF TOGETHER"

AVCO Day Care Center
Boston, Massachusetts

Principal Author: Patricia Bergstein

Field Observers: Edith Green
Patricia Cook

Case Study from Volume II-A

A STUDY IN CHILD CARE

sponsored by

The Office of Economic Opportunity

PS 004856

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE/Office of Education
National Center for Educational Communication

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AT A GLANCE

GENERAL

SINGLE CENTER in a printing plant, owned by AVCO

SPONSORED BY: AVCO Printing and Publishing Division (private, non-profit corporation)

ADMISSION CRITERIA: Financial Ability; first come, first served basis; or Department of Welfare Placement

TOTAL CHILDREN: 34 enrolled/27 A.D.A. (15% infant, 41% toddlers, 44% pre-school)

TOTAL PAID STAFF: 6 (all full-time) 260 hours/week

TOTAL IN-KIND STAFF: 6 (0 full-time) 50 hours/week

HOURS: M-F, 7:30 a.m. - 6:00 p.m., 52 weeks

SPACE: (sq. ft./child): Indoor = 71
Outdoor = 177

CENTER OPENED: June, 1969

STAFF POSITIONS: 2 Co-Directors, 4 Teachers

CONTACT: Director, AVCO Day Care Center
188 Geneva Avenue
Dorchester, Massachusetts

617-288-3700 Ext. 69

DISTRIBUTIONS

ETHNIC: Children: 88% Black, 12% Anglo
Staff: 83% Black, 17% Anglo

SEX: Children: 50% Girls, 50% Boys; Staff: 67% Women, 33% Men

OVERALL ADULT/CHILD RATIO: 1 to 3.9

ADULT/CHILD CONTACT HOUR RATIO: 1 to 5.5

FAMILY STATUS: 58% complete, 42% mother only

PARENT EMPLOYMENT: 90% employed, 5% unemployed, 5% in school or training

COSTS

TO PARENTS: $15/week for each of first 2 children, $10/week for each child thereafter

TO CENTER: $2,453 per child/year, $1.08 per child/hour

ESTIMATED FUNDING, 1970 - 71:

Parent Fees	$19,500
Massachusetts Welfare	8,650
Massachusetts Food	5,000
In-Kind	32,000
	$65,000

NOTABLE ELEMENTS

STAFF

AVCO SUPPORT

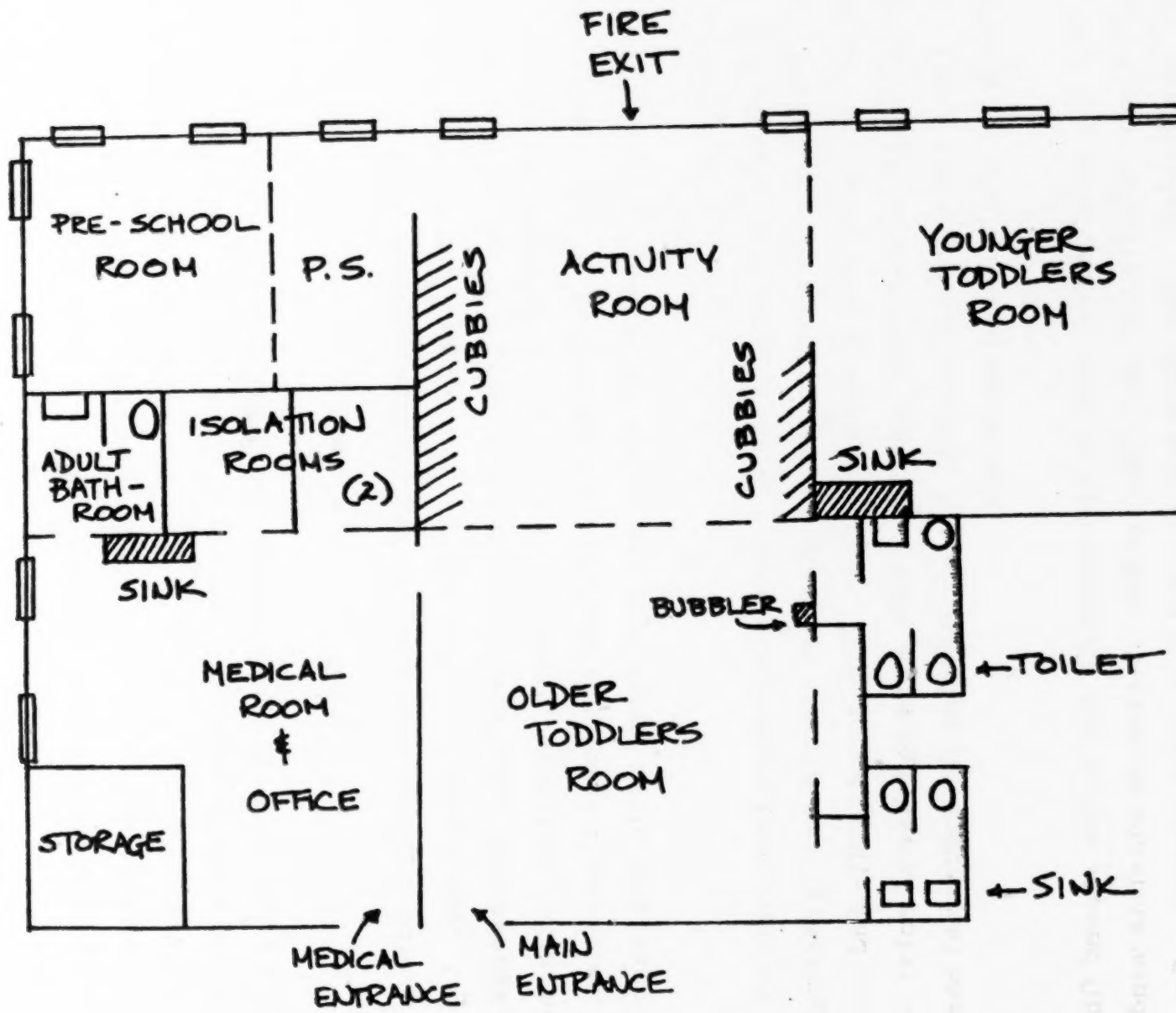
AVCO DAY CARE CENTER, NOVEMBER 1970

When driving to the center from downtown Boston, you can either take the Southeast Expressway or pass through Roxbury and then Dorchester. The first course allows glimpses of houses, apartments, industry and business; the latter immerses you in a busy and colorful section of old Boston. If you are a newcomer, the size of the area is amazing. The drive through the area, depending on traffic, takes 20 to 30 minutes.

You turn off a large, store-lined thoroughfare in the middle of a residential district and drive a block to the AVCO printing plant. On one side of the parking lot is a grassy, triangular playground with swings, teeter-totters, monkey bars. It looks out of place, somehow, with the industrial chain link fence and the flat, featureless space it occupies, but it's large enough, and a few abandoned toys attest to the presence of children.

The plant's main door leads to a reception area where visitors sign in. Plant workers seem to enjoy a pleasant atmosphere, greeting visitors as warmly as they greet each other. The decor is tile and linoleum floors, molded wood-like paneling, with some touches of color -- modern, clean and rather antiseptic, but considering the industrial nature of the business, it's tidy and attractive.

The day care center offices and cafeteria are on the second floor. A hallway leads directly into the older toddler classroom which is windowless, but well lighted. The walls are covered with child artwork. Small tables and brightly colored chairs occupy the center of the room. Storage shelves bulging with toys and games, a housekeeping section, and an adult-sized fountain are ranged around the walls. Two bathrooms with adult-sized facilities (which serve all the children) are entered from this room.



AVCO DAY CARE CENTER, BOSTON, MASS.
APPROXIMATE LAY-OUT

Straight through this room and past an accordion partition is the activity room for large-muscle games. It has cubbies along the right and left-hand walls, two windows inaccessible to children, and a fire door with fire escape. It is a bit drab compared with the other rooms, but this is because of the kind of use it gets.

To the left is the pre-schooler's room. An outer area has an old couch and children's toy shelves, and the space behind the partition is furnished similarly to the toddlers' room already described. This area serves the older center children, and reflects it with magazine pictures on the walls, more advanced games and equipment.

To the right of the activity room is the infant and young toddler room. A corner sink and diapering area, toy storage, small table and chairs and cribs are located around the walls. The center floor space is kept clear, and since there are no rugs, quilts and blankets are laid down as needed. Because all the children in this room can walk to some degree, hazardous objects and the windows are well out of reach.

Finally, next door to the day care center entrance is the medical room for both the center and the plant. An adult bathroom, two small isolation rooms and some storage areas are located here, and the space doubles as an office for the co-directors, one of whom, as has been mentioned, is the plant's R. N.

In almost all respects, this is a very permissive center. Children remain in their respective home rooms during the morning, with specific teachers during the afternoon. They are not restricted to one area, and teachers roam freely at this time too, helping where needed, sometimes conducting fairly structured activities, sometimes simply supervising the busy free play. The kids call teachers by their first names (the four regular teachers are all parents of center children), and children are familiar with all of them, since all staff rotate through the areas. Only when a child is hurting another or is in danger of hurting himself is he discouraged and redirected. The feeling is very loose and informal among staff and parents, staff and children, and between individual staff members.

When not involved in free play, the children are likely to be quiet, with one teacher and a group of toddlers sitting on a blanket, playing finger games or quietly talking. The children are allowed to be messy, and more often than not they are. They delight in pasting and finger painting, but the all-time favorite at the AVCO center is water play -- a sport which can literally go on all day (if the children had their way). A tub is set into a low table in one of the rooms, and water is carried over to fill it. Children swarm around it with cups, pots, toys, whatever, splashing and mucking about. The water fountain is adult-sized, but this doesn't stop determined 2-1/2-year-olds from climbing up with a small toy and playing until forced down by another child who ostensibly wants a drink. This child is then king of the fountain until ousted. The two bathrooms are also sources of great amusement. It is a common occurrence to hear squeals and shouts accompanied by the sound of water gushing into the sink. The children never seem to tire of this water play.

Overall, the center is a noisy, busy, happy place. While aggression, hitting and crying are fairly frequent, children in extreme distress are comforted, and the emphasis is on fun. The staff does more individual or small-group work than large-group activities, and the children seem happy to be around this loving, concerned staff.

NOTABLE ELEMENTS

Two things are crucial to the success of the AVCO center: the staff's sympatico relationships with each other and the children, and the financial, corporate and moral support of AVCO, a private corporation.

Staff

Sally, one of the center's co-directors, is tall, attractive, a sharp dresser. Hip, she knows where it's at, but isn't pushy about it. She has a Master's in early childhood education, is young, somewhat Afro in style, and has good relationships with her co-director and other staff members. She started as a teacher and was moved up to co-director. As with many others in the day care field, her qualifications could allow her good positions with much higher pay, but she is very interested in working directly with children. Like her co-director, she handles what administrative chores she must, but she also spends a good deal of her time with the children, particularly the pre-schoolers.

Her co-director is Mary Lou, the only Anglo who is a regular staff member, and petite where Sally is tall. Mary Lou worked in a Bedford-Stuyvesant day care center while she was completing her nursing training. She was instrumental in getting the center going, and has been with the project since the planning stages. She is young, rather an idealist, and very soft-spoken. (At first one thinks this is a disadvantage, but in practice it turns out to be a suitable style for her and for the way she handles the job.) She doubles as the plant nurse, and spends much of her free time with the infants in the center.

Cynthia and Shirley are the women teachers, and, like the men, are parents of center children. Shirley is warm, easygoing, kindly, and really cheerful -- a loving, motherly figure for the children and an uplifter for the staff. Her personality is complemented by Cynthia's, who is full of humor, flashy, funny, and quite creative. Cynthia does a lot of work with the children on art projects and other small-group activities -- dress-up parades, rhythm bands, group learning sessions. She has a knack for holding children's interest.

the co-directors to administer the program, given their friendships with the other staff members, this aspect seems to be managed unobtrusively and well. Both directors are soft-spoken and easy-going, and their administration is handled in a subtle manner, with no authoritarian overtones.

All of the teachers are high-school graduates, and most have had training in other job areas. They work at the center as a matter of choice, not necessity. All of them are taking night courses in areas related to child care, paid for by the center and AVCO. They seem happy with their jobs and enthusiastic about the possibilities for the children. The staff diversity is a real plus for the kids: each teacher has a special way of dealing with them -- be it quiet, firm, gentle, laughing, flamboyant, warm, imaginative, whatever.

The men teachers are not there as stern disciplinarians, yet their presence does contribute to order when needed. Most importantly, in addition to their warm contact with kids, they present a strong ideal in terms of pride, creativity, appearance and so on. This is, of course, not to downgrade the women teachers, all of whom have something very special to offer the children. The atmosphere at the AVCO center is simply congenial, and the staff makes it that way.

AVCO Support

The AVCO center has no legal ties with AVCO itself. As a small non-profit corporation, it does, however, have the benefit of many of AVCO's considerable corporate resources, and AVCO has kept the center afloat financially.

The center does not consider itself completely autonomous due to AVCO's support. This is not to say that AVCO interferes with the day-to-day operations of the center, but that the center tries to take into account the feelings of the AVCO management on crucial issues.

As mentioned before, the center is very lucky to have two men staff members. Both in their early to mid-twenties, they are attractive men, good role models for the kids. Walter has been with the project for some time, and is a real strength to the rest of the staff. He's hip, tender and loving with the kids, but able to be a stern figure when it's needed. He's often heard telling kids to "get themselves together." He works on instinct, and it's usually effective. He wants the kids to learn to reason things out, and makes a point of asking them why they do things. Then, if possible, he works out a compromise between what he wants them to do and what they want to do. Ronnie, who is new to the center, was referred to the center by Walter. Sincere in his hopes for the kids, he's somewhat quieter than Walter, but is smiling, friendly, and has his own kind of strength. He had hoped to be a probation officer, but a lung ailment prevented it, and day care work seemed ideal. The observers found him fitting in well with the rest of the close-knit staff, and the children seemed to accept him easily.

The center's staff has achieved a friendly and informal style of operation which gets the job done with a minimum of fuss. Teachers work on staggered shifts and are rotated daily so that no one has the same shift for too long. The place is small enough that children, staff and parents all know each other. Because they roam from group to group during the afternoon, staff members are able to exchange roles and work well with any age or activity group. Although the administrative duties can be weighty even for a center this small, the directors feel strongly that it is important for both of them to participate as teachers as much as possible, even if the paperwork suffers.

While all staff share the same general approach to their work -- using concepts such as a healthy self-image, self-reliance and individual attention to children and their problems -- each staff member is free to do his or her work as he pleases. Whatever works is acceptable, and there is no pressure for conformity in methods. The co-directors have done their staff training in on-the-job situations, by example and suggestion, and this informal way of easing in new staff has been effective where earlier, formal methods were not. While it could be touchy for

Aside from the space it provides and the seed money spent, the benefits to the center of association with a large corporation are many. The name alone can open doors otherwise closed to a small private organization. In addition, AVCO pays the salary of the co-director who doubles as R. N. for the plant. The center facilities, both inside and outside, are supplied by AVCO -- these include utilities, telephone, cafeteria and food preparation, janitorial, printing, public relations, night watchman, liability insurance, and many other services. If a major center expense arises and the center cannot take care of it, AVCO tends to provide the item or funds necessary. Liaison between the center and AVCO is handled through Ron Neal, manager of public relations for AVCO Printing and Publishing Division.

The center has gained considerable publicity due to its connection with AVCO. Through the AVCO public relations department, slides of the center accompanied by a panel discussion were televised on Boston's educational TV station. Write-ups in local and national magazines and newspapers and publicity over the radio have been frequent. The corporation also publishes a one-page fact sheet on the center and distributes it to anyone interested.

The center directors are currently exploring the possibility of additional funds from sources other than the AVCO Corporation. They have had little success, due both to lack of experience in this area and lack of time for fund-raising.

BACKGROUND INFORMATION

History

A day care center was included in the design of the new AVCO printing plant. (The plant was formerly located in Roxbury.) AVCO cooperated with the Roxbury-North Dorchester community in setting up the center to meet both parent and community needs for clean, safe, economic day care. During the planning stage, the center established ties with the academic community around Boston and thrashed out funding and licensing difficulties. On June 24, 1969, the center opened.

Community[1]

The Roxbury-North Dorchester community is an urban, inner-city area with a population (in households) of approximately 46, 700. Average family size is 2.56 persons. Community residents are 78% Black, 20% White and 2% Spanish-speaking. Median family income in the area is $7,250 only slightly below the median income for the whole city of Boston. Over 12% of Roxbury-North Dorchester families earn less than $3,000 a year. Seventy-two percent of all residents under 21 are receiving AFDC payments, a figure twice as high as any other Boston CAP target area. Of household heads over 25 years, 25% have less than 8 years of education.

Day care services in the area are minimal. The AVCO center has had more than 400 applications since it opened, to fill 40 spaces. The most common need is for children under three. The center's current waiting list is some 300.

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[1] All community information is from the 1969 Boston Area Survey and U.S. Census published in ABCD's (Action for Boston Community Development, Inc.), CAP 5 Report, September 28, 1970.

Parents

The population served by the center is 88% Black and 12% White. The center has no transportation system, and this has denied service to some families.

The center does not require income, employment, or personal background information in its admission procedures. It is one of the director's estimate, however, that roughly 50% of center families have yearly incomes between $4,000 and $5,000. The rest earn between $5,000 and $10,000, with one or two possibly in a higher bracket. The center admits children on a first-come, first-served basis (providing parents can pay the rates listed in the At A Glance chart). The Department of Welfare reserves and pays for 15 positions in the program. As it is a new contract, only nine are currently filled. A state social worker must visit the homes of children under the age of three before they can be admitted.

It was also estimated that roughly three-quarters of center mothers have a high school education. Over 12% have had some college experience. One director also thought that slightly over one-half of the fathers were high school graduates, one-third had some college experience and the remainder were college graduates.

Family status and employment statistics are included in the At A Glance chart, as are the ethnic and sex distributions of children and staff.

The directors and the social worker screen applicants before admission to ensure that none are emotionally or physically handicapped to the extent that they cannot participate in a normal day care program. It was reported that three of the children currently in the center may be emotionally disturbed. (This is pending further diagnosis.)

BASIC PROGRAM

Education

This center is very concerned with social-emotional development. The staff wants to help children find a positive self-image and to learn to do things for themselves. It is not uncommon to see a two-year-old discarding his paper plate and feeding himself with his hands. These children seemed, to the observers, to be remarkably self-reliant for their ages. One morning they were learning to tie their shoelaces. The instruction was very patient and kind, and although the children exhibited a wide range of ability in this task, all of them were expected to try it at least once.

Classes are generally grouped by age, but if a two-year-old is socially and intellectually ready for the toddler group, he will be moved up from the infant class. At the present time, there are five infants or young toddlers (13 months-24 months), 14 older toddlers (2 - 3 1/2), and 15 pre-schoolers (3 1/2 - 5).

The daily schedule is very flexible, like most everything else at the center. Different age groups begin meals, naps, and so on at different times. Children may wake up in stages and snacks are served at staggered times. The time between breakfast and lunch has a wide variety of uses, depending on weather and other factors. A sample daily schedule is included in the Appendix.

Activities for the children are decidedly spontaneous, and methods used are simple and reasonable. Particular activities are offered when the atmosphere and mood of the children seem to call for them--for instance, quiet games with the lights dimmed when they are overwrought. Children engage in free play for much of the day, caroming through the center, screaming and laughing, supervised by the teachers who work

very hard just to keep up. If one teacher is doing quiet, small-group work and is being disturbed by other children, she separates the groups and continues. It is a very matter-of-fact kind of operation.

There is no formal curriculum. Instead, each staff member works the way he or she feels is best. The children are treated as unique and important individuals, worthy of respect. The emphasis is on the positive rather than the negative. One thing that all staff want to see is the expansion of the children's horizons through exposure to new ideas and places and things. This is accomplished through field trips to museums, zoos, and the neighborhood surrounding the center. There is also little formal teaching; children learn through discussions and question-and-answer sessions.

There are plenty of materials, games, toys and equipment for the children, although the observers felt that more math equipment might be helpful. There is one portable television set, and children watch Sesame Street when they wish. A wide array of typical children's equipment includes stuffed animals, a doll corner, dress-up clothes, manipulation toys, musical instruments, blocks, books, puzzles, all major art supplies and, of course, the water tub mentioned earlier. The playground contains standard outdoor equipment.

Two staff members are assigned to each room, but they move about a great deal during the day, helping wherever needed. Observers remarked on the very individualized attention given to the children, and the informal, pleasant atmosphere prevailing. The staff is very sensitive to the children's needs, and interaction is total, spontaneous, and positive. Individual children are called by name as often as possible. The emphasis is on rewarding and stimulating appropriate behavior rather than punishing unacceptable actions. There's a fair amount of aggression and short-term crying among the kids, but they are usually successfully redirected in a short time.

There seemed to be a certain rigidity (perhaps it stood out because this center is so flexible in other respects) about nap time, when the children are to sleep for roughly two hours, while staff rotates in watching for an hour and leaving the center for an hour break. Some children are not ready or able to sleep this long, and there is occasionally friction on this score, with staff telling kids to keep still, not to talk, and to stay in their cots.

Generally speaking, however, the program is giving children a lot of attention, instruction and love, in addition to basic day care services. The children seem to be responding. They are surprisingly self-reliant, friendly, and protective of each other, and are very fond of all staff members.

Food

The feeding and nutrition aspects of the program are handled by the AVCO plant's catering service. The center pays a flat rate per day for each child present. All children are served breakfast, lunch, and a snack during the day. Infants and young toddlers are fed meals and bottles on approximate time schedules. Before each meal, a teacher calls the cafeteria with an attendance figure. She later wheels a food cart to the classrooms, where it is served onto individual plastic and paper dishes. The children eat at low tables in their own rooms. When a child is through, he throws out his dish and helps himself to dessert. All children sit on chairs and feed themselves with a spoon or use their hands. There is no pressure on the children to eat everything (although most of them do) or not to get messy. Staff members can eat with the children but usually seemed to act as monitors. The mealtime atmosphere is neither pleasant nor unpleasant, rather neutral and functional.

Health

Because one of the directors is an R. N., children get an informal inspection each day. A pediatrician consults with the center once every two weeks for two to three hours, paid for by the State of Massachusetts. These visits may be changed to a once-a-month basis. Very few referrals are made, since minor health problems can be taken care of in the center. For more major problems, the clinic prefers that parents consult a family doctor or the community clinic.

When a child is sick for some period of time, he is requested to stay home. The plant maintains a well-equipped medical room next door to the center space, and there are two isolation rooms for sick children whose parents are unable to pick them up during the day if they are ill. All children must have physicals and regular immunizations before being admitted to the center. These are provided by the family's own doctor or the community clinic.

Transportation

Parents must bring their children to the center by taxi, public transportation, private car, or on foot. Although the center is located near a main Dorchester thoroughfare served by public transportation, some of the parents interviewed said that more people could use the center if transportation were furnished.

Social Services

The center does almost no direct or indirect social service work, although a state social worker is in the center for two to three hours every other week. The social worker, like the pediatrician, consults with staff about child problems, and has helped parents with special child problems such as psychological disturbances. She also acts as a liaison between the center and state agencies.

There are all types of social services available in the community, but the center does few referrals. Occasionally staff may recommend that parents take their children to a health or mental health clinic.

Parent Education and Community Organization

The center is not involved in parent education programs or community organization.

ORGANIZATION

Policymaking

The center has a Board of Directors. Those serving on the Board at the present time include the two directors, several parents, two AVCO plant representatives, a social worker, and two founders of the center who also work as volunteers.

There is no set number of members, and the Board meets only as needed. In reality, the staff handles most day-to-day policymaking.

Planning--The directors are in charge of planning the overall program, with the aid of the teachers. Plans may be reversed by the Board.

Budgeting--The budget is developed jointly by AVCO plant administrators and center staff members.

Staffing--The directors act on staff advice in the hiring and firing of center personnel.

Operations--All six teaching staff members set the daily program and activities.

The center would like to have parents more involved in center operations. Parent meetings were held once every month or two but attendance was poor. Parents work long hours, and are not interested or able to spend their leisure time in this type of meeting. In the fall, a parent social was held in place of the standard meeting. It met with good response, and people mixed well in a relaxed atmosphere. More of these social evenings are planned. All staff members indicated that parent involvement in the program would be beneficial to the center.

In the past, parents have made some contributions to the center, both with ideas and effort. For example, they arranged for metal spoons to replace plastic ones. Four parents are also involved as staff members.

Staff Organization

Staff and their duties are described under Staff in the Notable Elements section.

Staff organization is clearly democratic in this center. The four teachers, all of whom would ordinarily be considered para-professionals, have the same status as the directors.

It should be noted here that the center uses AVCO janitorial, secretarial, and cooking staff, as well as other services, free of charge.

Volunteers

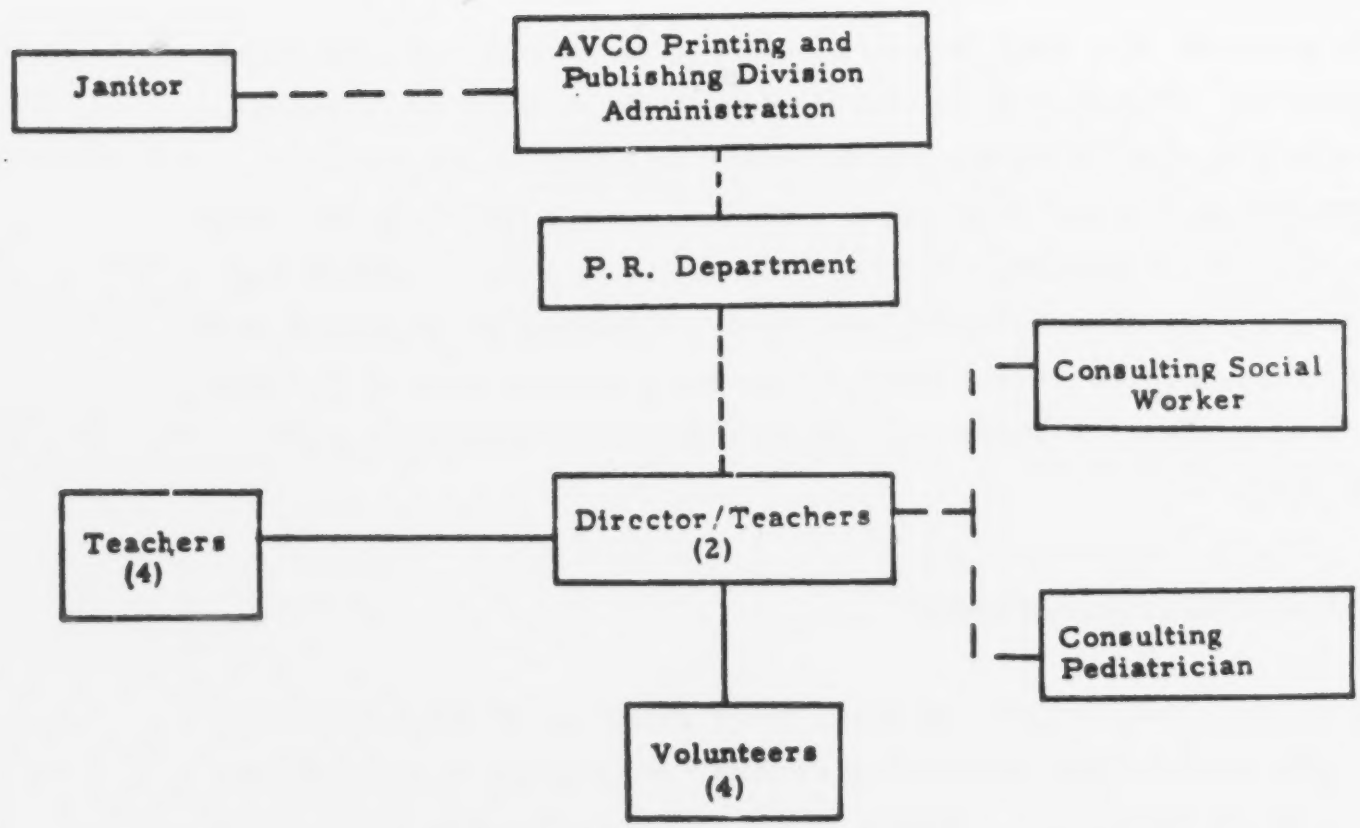
The center relies on a few regular volunteers. One is from the Boston University School of Education, and three are nurse friends (who also helped in the founding of the center) of one of the directors. Occasionally, parents participate as volunteers, particularly on field trips. Observers from other industries, colleges, day care centers, and so forth, are frequently at the center.

Staff Meetings and Records

This staff is in such close contact with each other at all times that formal meetings are seldom considered necessary. As the directors are also teachers, they are fully aware of the problems faced by the rest of the staff. If a meeting between a staff member and a parent is thought advisable, it is scheduled, but this is seldom the case, since

AVCO DAY CARE CENTER

ORGANIZATION CHART



most parents deliver and pick up their children and discuss problems with staff at such times.

Staff members keep informal notes in a notebook for each class. This has been found especially helpful if a teacher has missed a day and wants to know what problems and successes a particular child has experienced while he or she was absent.

In general, the staff appears highly cooperative and dedicated to the children. Observers felt the center could do with at least one more teacher to ensure maximum attention to children who have special problems. Also, the center could use a secretary to do some of the routine, but necessary chores (like collecting fees) which are now handled by the directors and teachers. Whether an expanded staff could maintain the fine relationship these core people have is difficult to say. At any rate, the funds are not currently available for such staff additions.

Staff Development and Training

Three of the current teachers were given in-service training by the co-directors, who instructed through example and suggestions for improved performance. There are no formal courses or training exercises for new staff.

Most staff members have taken or are taking early childhood education courses, some at the college level, and others in evening courses given by the state. Tuition is handled both by the center and AVCO. Promotions and/or salary increases for four staff in the year and a half of operation have been due both to service to the center and to this additional training.

AVCO DAY CARE CENTER STAFF ROSTER

STAFF POSITIONS	Hours/Week (Av. Position)	Child Contact Hours/Week (Av. Position)*
Total Staff (12 - 7.6 full-time equiv.)	310	220*
Paid Staff (6 - 6.5 full-time equiv.)	260	195
CO-DIRECTOR - TEACHER	50	25
CO-DIRECTOR - TEACHER	50	30
TEACHERS (4)	160(40)	140(35)
In-Kind Staff (6 - 1.3 full-time equiv.)	50	25
CONSULTING SOCIAL WORKER	2	-
CONSULTING PEDIATRICIAN	1	1
JANITOR	20	-
VOLUNTEERS (4)	27(6-3/4	24(6)

*Estimated

OVERALL PAID STAFF PROFILE

Education:

M. A.	1
Professional Degree Plus Associate Degree	1
High School	4

Sex:

Male	2
Female	4

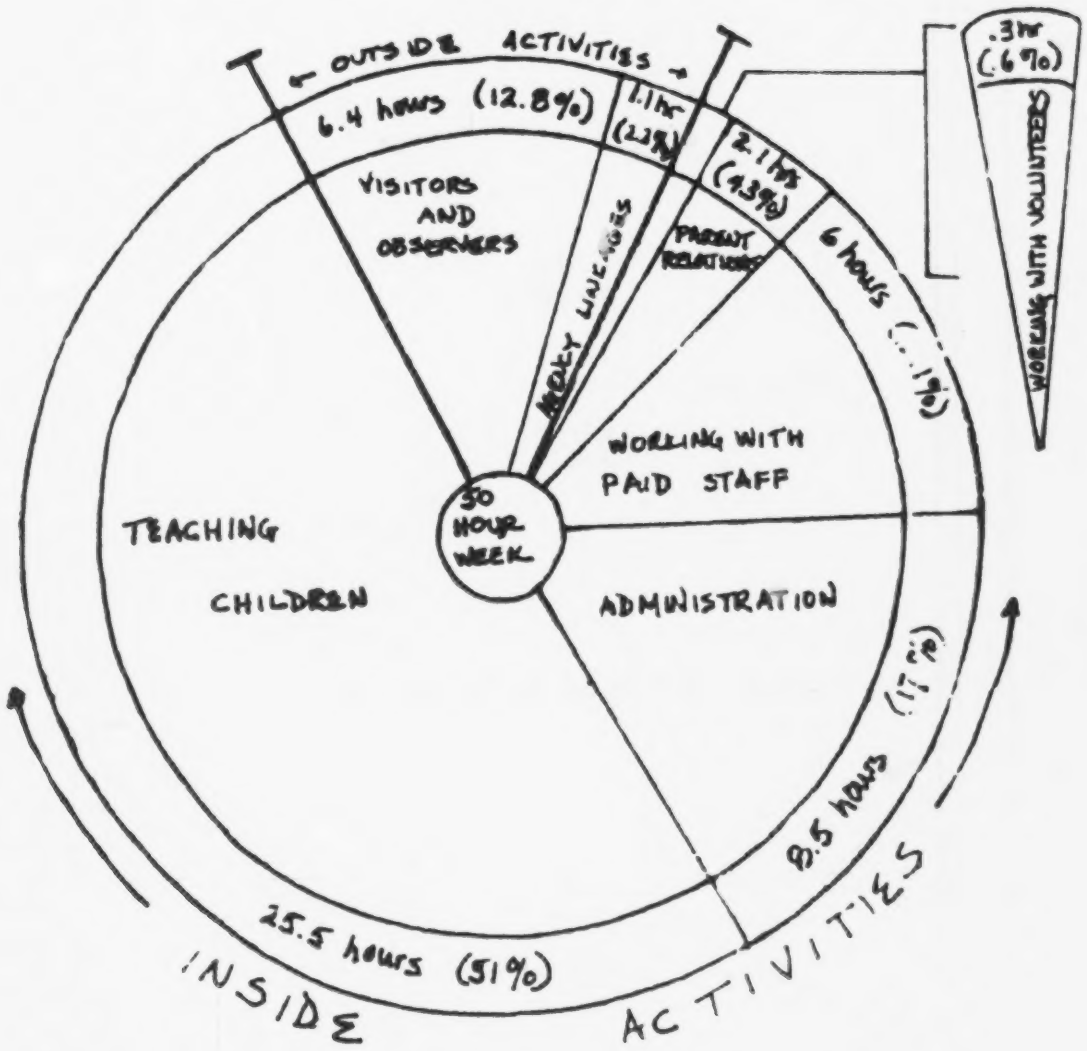
Ethnicity:

Black	5
Anglo	1

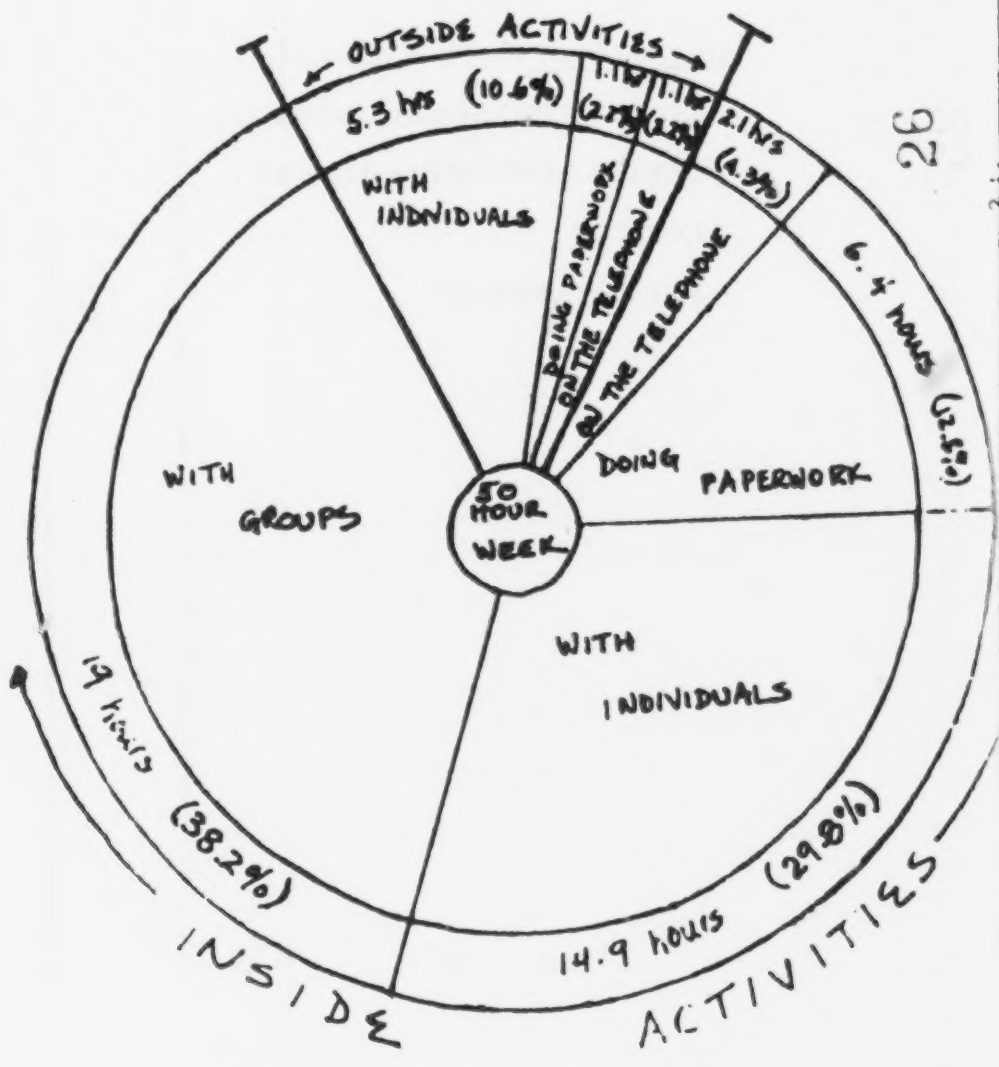
Parents of Project Children: 4

This is the way an AVCO Day Care Center Co-Director spends her time:

This is what she spends it on:

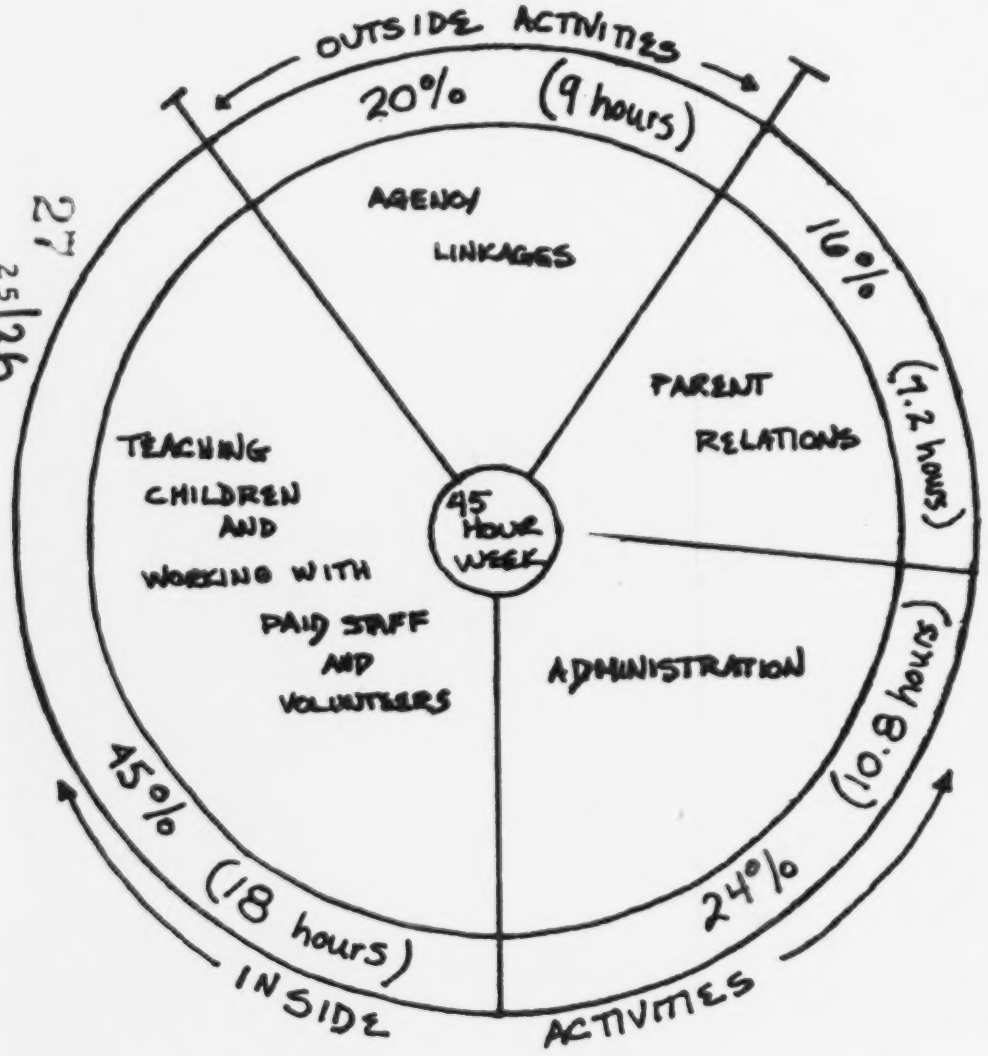


And this is how she spends it:

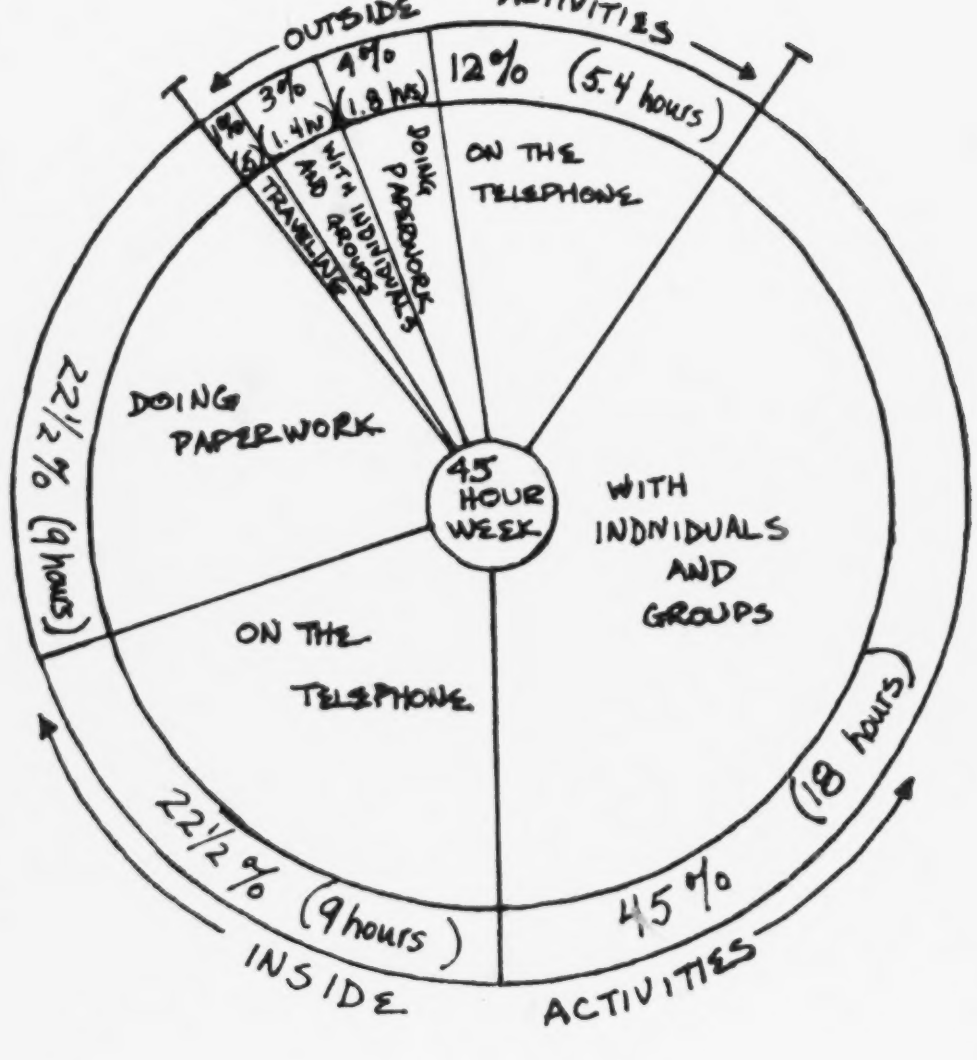


This is the way the other AVCO Day Care Center Co-Director spends her time:

This is what she spends it on:



And this is how she spends it:



HOW RESOURCES ARE USED

On the next page is the functional breakdown of the way 1970 - 71 income (shown in At A Glance) will be used. The In-Kind column may include one or more of the following types of donations: materials, facilities, underpaid labor, volunteer labor, and labor paid for by another agency.

For the sake of clarity, expenditures are divided into four categories. Together, the first three make up basic child care costs:

I. STANDARD CORE

This category shows costs commonly incurred in day care operations:

A. Child Care and Teaching--personnel, curriculum and general classroom supplies.

B. Administration--personnel, equipment depreciation, office supplies, staff travel, telephone, insurance, audit.

C. Feeding--personnel, food stuffs, other food related expenses.

II. VARYING CORE

This category shows costs which can be assumed either by operators, or by parents, or by both:

D. Health--personnel, supplies, health related services.

E. Transportation--personnel, operating expenses, maintenance, insurance.

III. OCCUPANCY

Because occupancy costs vary widely, they are shown separately. Included: rental value of property, utilities, taxes, property insurance, custodial personnel and supplies.

IV. SUPPLEMENTAL SERVICES

This final category shows program enrichment elements above and beyond basic care which have significant dollar costs or revenues associated with them.

AVCO ESTIMATED $ AND IN-KIND EXPENDITURES 1970 - 71*

SUMMARY:	% of total	total cost	cost/child year	cost/child hou·	Personnel costs make up:
Standard Core	76 %	$ 49,700	$ 1,875	$0.82	79 % of $'s
Varying Core	2 %	1,000	38	0.02	45 % of In-Kind
Occupancy	22 %	14,300	540	0.24	62 % of Total ($ + In-Kind)
TOTALS	100 %	$ 65,000	$ 2,453	$1.08	

*costs to nearest $100, % to 1.0

		% OF TOTAL	TOTAL	= $ COST	+ $ IN-KIND
BASIC CARE	I. STANDARD CORE COSTS				
	A. Child Care and Teaching	52%	$33,800	$23,200	$10,600
	B. Administration	15%	9,800	3,700	6,100
	C. Feeding	9%	6,100	6,100	-
	II. VARYING CORE COSTS				
	D. Health	2%	1,000	-	1,000
	E. Transportation	-	-	-	-
	III. OCCUPANCY COSTS	22%	14,300	-	14,300
	TOTALS	100%	$65,000 (100%)	$33,000 (51%)	$32,000 (49%)

IN CONCLUSION

It seems reasonable to let parents speak about the impacts they have observed on both their children and their family lives and to let the staff speak for themselves.

What parents like for their children:

> "I like the free atmosphere this center has, and I like their teaching methods." "The teachers have a lot of understanding and patience with the kids." "I like the idea that he is with other children all day." "I think he is learning to talk more. I understand him better, and he can understand me." "He eats less at home now."
>
> "The teachers are really interested in the children. And the program is well organized." "I've been impressed with the center itself, the teachers, the method of teaching, and the concern they all have for the children. The teachers praise the children a lot." "I've seen results in my own child." "I think the atmosphere is very warm."
>
> "Her temper tantrums have improved. She has learned to share a great deal, and she has become more aware of things around her." "She helps clear the table and tries to wash the dishes." "He's learning his ABC's, learning to tie his shoes. He sings songs and can get along with other children."
>
> "The teachers don't hit the children, and the children are also learning. This makes me more than pleased." "I visited other centers, but they were not the cleanest of places." "She plays better by herself."

What parents like for themselves:

> "My wife is able to help me more now." "I've got steady child care so I can go to school." "It's near my job and home. The hours are good for us." "There is no set rule on when I have to bring my child or pick her up-- as long as it's within the center's hours."

"For awhile, I was only employed in the summer. Now I go to school during the year." "My husband and I are able to return to school: when we get out, we'll be able to be employed full-time." "I have time to work." "It's very convenient for me."

"The center is closer, and it takes children under two." "The only other care would mean that I'd have to stay home. The hours meet my needs." "I have become employed." "If I was worried about something, I think the staff would act on it."

What parents don't like, or would like to see:

"I think they should have more teachers in the program. It would also be nice to have a bilingual program-- I think it's good for a small child to pick up a different language." "There is no transportation. It would help a lot of people if it were provided."

"My neighbors would use the center if it was cheaper and there was some transportation." "It would be good if there were Spanish-speaking children or teachers." "The teachers are trying, but there could be some changes."

What the staff has to say:

"I like being able to work with the children. The community needs more day care centers." "You have to be interested in children and able to think as they think." "We are trying to teach them how to get along with each other, and the rights and wrongs of life itself." "I don't care to work in the same room with my child, but it's a comfort knowing she's here. She likes knowing I'm here too."

"Everyone in the program is equally influential. We just try to see that the children are taken care of." You have to have love and understanding to work with children." "When they're good we kiss and hug them, and tell them that they're good." "Parents have given us real spoons to replace the plastic ones, and where we used to bring our own diapers, now we've got a system worked out."

"It's unstructured. You can do your own thing and be your own boss." "I don't care for the plant setting, and I'd like a few more breaks." "A good teacher has to

be unselfish. I am trying to teach the kids to reason." "Our pre-schoolers' needs are emotional: they need independence, self-identity and individuality." "Each teacher determines his own schedule." "I'm going to school through the center program." "I am my own boss -- there are no rules or holds on me."

This case study has not tried to deal in depth with the problems facing the AVCO Day Care Center. There are problems, of course. Some problems stem from a combination of idealism and inexperience on the part of the directors, particularly in dealing with outside agencies, corporations, government agencies, and even parents and staff. They have often experienced difficulty in getting authoritative answers to their questions (e. g. in connection with the workings of various laws). Another problem area is the amount of time the large number of visitors, observers and information-seekers require of the directors. Telephone calls and visits consume considerable time and energy. Yet the directors do not want the assistance of a full-time administrator removed from the teaching situation. Secretarial help for duties such as fee collection would also be helpful. Limited time has tended to affect staff training and parent-staff get-togethers. Obtaining funds has also been a persistent problem. (It should be noted that since this problem statement, AVCO Printing and Publishing Division has increased its support of the center, both through direct funding and by relieving the center staff of many administrative duties such as the payroll duties.)

The directors feel that they do their best work with the children. They feel that their weak areas are staff training, parent communications, community involvement (particularly with other day care centers), and all administrative areas.

Clearly, the center is giving its children something more than basic care-- the all-important protection, nutrition, love, general stimulation of mind and body, and basic health services. Beyond these, AVCO Day Care is providing for many of the needs of children, staff, and parents:

For children:	planned skill teaching for self-reliance; self-image enrichment; peer cooperation; individual attention; community awareness; cross-cultural appreciation
For staff:	democratic staff relationships; freedom of teaching approach; flexible schedule; advancement through training; satisfaction in working with children
For parents:	awareness of adequate care for children; employment or educational opportunities; parent-community social events
For community:	continual information flow about center activities through AVCO public relations; volunteer opportunities

Financial limitations have prevented the center staff from doing all that they would like to do. Despite this, the AVCO center, under the auspices of industry, offers an important and badly needed service to the Roxbury-North Dorchester community.

APPENDIX

This appendix contains materials drawn directly from the center. Included are:

Sample Daily Schedule

Child Care Application

Fee Agreement

Medical Release

Photograph Permission

AVCO SCHEDULE*

7:30 AM	Arrivals begin - free play
9:15 - 9:30 AM	Breakfast
10:00 AM	Younger toddlers get bottle, nap, then free play. Others - toilet, free play, outdoors, field trip, or some group learning (not the same every day)
11:30 - 12:00 noon	Quiet play
12:00 - 12:45 PM	Lunch and clean-up
1:00 - 1:30 PM	Naps
3:00 PM	Up from naps
3:45 PM	Snacks
4:00 PM	Free play
6:00 PM	All children have gone home

* This is a very flexible schedule.

Staff Shifts: 7:30 - 4:00, 8:30 - 5:00, 9:00 - 5:30, and 9:30 - 6:00.

AVCO ECONOMIC SYSTEMS CORPORATION

CHILD CARE APPLICATION

DATE_____

NAME of CHILD (first) (last)	ADDRESS	Age Sex
NAME of FATHER (first) (last)	ADDRESS (if different than above)	Tel. No.
NAME of MOTHER (first) (last)	ADDRESS (if different than above)	Tel. No.

NAMES OF OTHER CHILDREN IN FAMILY age sex	NAMES OF OTHER CHILDREN IN FAMILY age sex

FATHER'S PLACE OF EMPLOYMENT	ADDRESS	Tel. No.
MOTHER'S PLACE OF EMPLOYMENT	ADDRESS	Tel. No.
WHERE PARENTS CAN BE CONTACTED IN EMERGENCY	ADDRESS	Tel. No.
RELATIVE OF NEIGHBOR TO CONTACT WHEN PARENTS CANNOT BE REACHED	ADDRESS	Tel. No.
NAME OF CHILD'S PHYSICIAN: Dr.	ADDRESS	Tel. No.
PUBLIC OR PRIVATE CLINIC CHILD HAS ATTENDED NAME	ADDRESS	Tel. No.

HEALTH RECORD

THIS SECTION TO BE FILLED OUT ONLY WHEN CHILD IS ACCEPTED FOR CHILD CARE PROGRAM

DOES THE CHILD HAVE ANY PHYSICAL HANDICAPS? Yes No	PLEASE CHECK THE IMMUNIZATIONS YOUR CHILD HAS HAD AND FILL IN THE DATE IT WAS GIVEN
if yes, explain handicap and treatment	Diptheria, Whooping Cough & Tetanus Date
DOES THE CHILD HAVE ANY CHRONIC OR LONG STANDING ILLNESSES? Yes No	Boosters (last one) Date
If yes, please explain illness & how it is being treated	Polio Vaccine (either vaccination or orally) Date
IS THE CHILD ALLERGIC TO ANYTHING Yes No	Boosters (last one) Date
If yes, Please List:	Measles Vaccine Date
PLEASE LIST ANY INFECTIOUS DISEASES THE CHILD HAS HAD (Measles, Chicken Pox, etc.)	Boosters Date
	Small Pox Vaccine (last one) Date
	HAS THE CHILD HAD A TUBERCULOSIS TEST Or X-Ray ? Yes No
	Other Date

INTER-COMPANY CORRESPONDENCE

ECONOMIC SYSTEMS CORPORATION
ROXBURY DIVISION
188 Geneva Avenue, Dorchester, Mass. 02121/Tel. 288-3700

TO Directors and Board Members
Avco Day Care Center

DATE November 6, 1970

FROM Day Care Parents

SUBJECT

COPY TO

I fully understand that once my child is enrolled in the day care center that I am responsible for the payment of the usual weekly fee, regardless of whether or not my child is present at the center on a particular day or week. This includes absence due to vacation, illness, etc.

If I wish to remove my child from the center, I agree to inform the directors of the center in writing at least two (2) weeks in advance. I realize that the directors of the center must pay for assistants, food and space for my child whether he is present or not and thus the fee is justified.

_____
(Parent's Signature)

Medical Release

Date:_____

Son
I hereby give permission for my daughter _____
to be taken to a hospital or proper medical authority in any case which
Avco Day Care Center deems necessary.

Signature:_____

AVCO ECONOMIC SYSTEMS CORPORATION
ROXBURY DIVISION
188 GENEVA AVENUE BOSTON, MASSACHUSETTS 02121. / TEL (617) 288-3700

I give my permission for my son, daughter (name)
to have his, her picture taken for any activity connected with Avco Day Care. I realize that any pictures or information will be confidential and will not be used by outside sources, such as for publicity, unless I am informed.

Signed